



THE IMPLEMENTATION OF THE BTQ PROGRAM TO IMPROVE QURAN READING SKILLS OF STUDENTS AT SD NEGERI 11 SABANG

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Abstract

The Al-Qur'an Reading and Writing Program (BTQ) aims to improve students' Qur'an reading skills according to Tajweed rules and foster religious character through systematic education. This study examines the planning, implementation, and assessment of the BTQ program at SD Negeri 11 Sabang using a descriptive qualitative approach. Data collection techniques included interviews, observations, and documentation. Findings reveal that program planning was thorough and structured, starting with initial assessments to gauge student abilities, curriculum development aligned with the school's vision, and scheduling that did not disrupt other lessons. The program involved key stakeholders such as the principal, vice principal, PAI teachers, and parents, ensuring comprehensive support. Implementation was student-centered, employing methods like iqra' and tahsin to enhance reading accuracy and Tajwid mastery, while also promoting religious character through motivational activities like Qur'an reading competitions. Collaboration with parents and material adjustments based on students' abilities contributed to the program's smooth execution. Regular monitoring through assessments and classroom observations measured students' progress. Personalized support was provided for those needing extra assistance. With consistent monitoring and targeted guidance, the BTQ program effectively improved students' Qur'an reading skills and strengthened their religious character.

Keywords: *Implementation BTQ Program, Improvement of Qur'an Reading Ability, Students of SD Negeri 11 Sabang*

A. Introduction

Learning to read the Qur'an is one of the Islamic religious study groups in schools, in addition to other materials such as aqidah, fiqh, and al-Qur'an Hadith. Therefore, the teaching of learning to read the Qur'an at SD Negeri 11 Sabang is carried out by PAI

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teachers to guide and listen when the children are in the BTQ on Friday. In this case, PAI teachers have a very important role in activities in schools such as BTQ (Reading and Writing Al-Qur'an) activities. So that, when some children still read the Qur'an wrongly, the PAI teacher guides them to correct it.

The role of PAI teachers is as a teacher and supervisor for students when the teaching and learning process begins. (Darimi, 2015; Ridho, 2023) Role is a dynamic aspect which is the behavior and actions carried out by the person who occupies the position or position and carries out his rights and obligations in accordance with his position. The role of PAI teachers in improving the ability to read the Qur'an can be implemented in the form of learning in the classroom, and outside the classroom. (Yusni, 2024) In classroom learning, PAI teachers can teach PAI material and relate it to reading the Qur'an, especially material related to the postulates of the Qur'an. Meanwhile, outside the classroom, PAI teachers can play a role in the form of guidance on reading the Qur'an, and religious extracurriculars at school, such as BTQ held at school. (Fauzan, 2015)

The role of PAI teachers at SD Negeri 11 Sabang is to provide guidance to students when reading the Qur'an. In addition, PAI teachers at SD Negeri 11 Sabang provided several materials on tajweed science such as the law of nun mati or tanwin, the law of mim mati, mad, and the properties of letters. PAI teachers of SD Negeri 11 Sabang not only provide material about the Qur'an but are interspersed with material about U'budiyyah and Akhlaq such as ablution procedures, prayers, and teaching about good behavior.

PAI teachers play a very important and strategic role because they are responsible for directing their students in terms of mastering the science of tajweed and teaching their students to read the Qur'an properly and correctly. (Suwahyu, Suwahyu, & Sofiana, 2023) In addition, PAI teachers also direct their students to instill moral values and direct their students to form good behavior or privacy.

The Sabang City Government, through the Education and Culture Office, has issued a decree regarding the appointment of non-civil servants for 2024. The appointed employees will be placed within the Sabang City Education and Culture Office. The non-civil servant is tasked with teaching and guiding students at school in order to support the acceleration of reading and writing of the Qur'an (BTQ) program. This program is expected to accelerate students' ability to understand and master reading and writing the Qur'an effectively.

In the research of Muhammad Syaifullah, et al., it was stated that students in grade V of MI/SD can read the Qur'an fluently, but they do not understand at all how to read the Qur'an according to their makhraj and tajwid, and to write the Qur'an, grade V

students at the MI/SD level cannot at all. (Syaifullah, Siregar, Mawaddah, Dita, & Siregar, 2022)

It can be understood that at school, students have the basic ability to read the Qur'an fluently. They should have understood Hijaiyah letters, punctuation, and be able to pronounce verses with the correct tajwid. At this stage, teaching emphasizes more on improving fluency and comprehension of reading, as well as forming the habit of reading the Qur'an regularly. It is important to equip them with the necessary skills to explore and appreciate the content of the Qur'an as they grow older and at their level of education. (Jaya, 2023)

Based on initial observations at SD Negeri 11 Sabang, among the unsatisfactory things is that there are still many mistakes of students in reading the Qur'an, there are some students who are still not fluent in tajweed such as stammering in reading the verses of the Qur'an, there are also those who are not right in reading the makharijul letters, and have not been able to practice the reading of mad correctly, namely sometimes the reading of mad is not read long and what should be short is read long. Students also still make many mistakes in reading the reading law that is read buzzing and what is not read buzzing. In reading the makharijul of the letters, students are still not able to distinguish between, ذ - د , and س - ث , besides that they are still not able to sing and chant the verses of the Qur'an correctly and interestingly

However, it is undeniable that the high and low achievement of students is influenced by other factors besides the teaching process itself, such as the role of the teacher. As found by researchers, students are less able to read the Qur'an fluently and write the Qur'an correctly.

So to minimize problems in students, SD Negeri 11 Sabang implements the BTQ program with the aim of forming students' ability to read the Qur'an. In addition, it also aims to make tahfidz or memorize all the letters in juz 30 and also form commendable behavior or moral character in each personality of students at SD Negeri 11 Sabang, because in this era the fact continues to experience a shortage of numbers for children who want to learn the Qur'an in childhood and many children at an early age lack good morals towards older people. With this, it is hoped that parents can attract their attention by including their children and fully supporting this program.

Several previous researches, such as by Irvi Reisa, et al., concluded that the implementation of al-Quran literacy habituation activities and its writing at SMP Negeri 14 Serang City went well, as seen from students who were used to and enthusiastic in participating in this activity. The routine of this activity runs for 15 minutes, right before the class starts. In its implementation, the reading and writing of the Quran is guided directly under the guidance of Islamic religious education teachers. Thus, teachers can motivate students after the process of this activity ends. (Reisa, 2022) Research

conducted by Rasi Maya Sari, et al, concluded that the role that has been played by PAI teachers is very helpful for students in learning to read the Qur'an. PAI teachers have succeeded in helping students from those who do not understand or even do not know the hijayyah alphabet to understand and begin to know the hijayyah alphabet even though there are obstacles both that arise from within the students and the fossils owned by the school. (Sari, Mahfus, & Wanto, 2020)

Research by Zelvi Fitriani, concluded that 1) The strategy of PAI teachers in increasing interest in reading and memorizing the Qur'an in students at SDN 31 Pagaram is to create comfortable learning when BTA activities take place, providing motivation to children in the form of explanations and understanding of how important it is to memorize and read the Qur'an for them, especially for their lives in this world and the hereafter, providing memorization targets, through habituation, giving grades, and finally giving awards, 2) Supporting factors for PAI teachers in increasing interest in reading and memorizing the Qur'an in students, namely, the students themselves, the role of a teacher, adequate facilities, there are also inhibiting factors, namely lack of time allocation, lack of parental awareness, then the negative influence of technology. (Fitriani, 2018)

B. Method

This research method uses a qualitative approach with a descriptive type of research. This approach aims to describe data and information based on facts obtained directly from the field. The focus of the research is to analyze the role of Islamic Religious Education (PAI) teachers in increasing students' interest in reading the Qur'an at SD Negeri 11 Sabang.

The main data sources of this study are a school principal, a PAI teacher, and twenty-seven students. Data from these primary sources were collected through in-depth interviews. In addition, this study also uses secondary sources in the form of books and literature that are relevant to the research theme, especially regarding the role of PAI teachers and their interest in reading the Qur'an. The data collection process is carried out through observation, interviews, and documentation.

Data analysis is carried out continuously throughout the data collection process. The researcher follows steps that include data reduction, data presentation, and verification and conclusion drawn. The validity of the data is guaranteed through triangulation of data and methods. Triangulation is carried out by comparing information obtained from various sources, such as principals, teachers, and students, to ensure consistency and accuracy of the data. With this approach, the research is expected to be able to provide an accurate and comprehensive picture of the role of PAI teachers in increasing students' interest in reading the Qur'an.

C. Finding and Discussion

1. Finding

a. Planning of the BTQ Program in Improving the Ability to Read the Qur'an for Students of SD Negeri 11 Sabang

The planning of the Qur'an Reading and Writing (BTQ) program aims to improve students' ability to read the Qur'an systematically and continuously. (Syaifullah, Tahria, Yasir, Fadillah, & Nurhalizah, 2022) This process begins with an evaluation of the student's ability level, which is carried out through an initial assessment to determine their learning needs. Based on these results, the learning materials are prepared in stages, starting from the introduction of hijaiyah letters to the ability to read the verses of the Qur'an with the correct tajweed.

The program also integrates interactive teaching methods, such as the practice of reading together, the use of audio-visual media, and an individualized approach. (Ahmadi & Abidin, 2020) To support its success, teachers are given special training, and the implementation schedule is adjusted to run in harmony with other learning activities. With careful planning, the BTQ program is expected to be able to form students who are not only fluent in reading the Qur'an but also have a good understanding of Islamic values.

The planning of the BTQ program in improving the ability to read the Qur'an for SD Negeri 11 Sabang students includes:

1) Basis for BTQ Program Implementation

The basis for the implementation of the Al-Qur'an Reading and Writing (BTQ) program at SD Negeri 11 Sabang is rooted in the school's commitment to shaping students' religious character in accordance with Islamic values. This program is implemented based on school policies that support the strengthening of religious education as well as related regulations from the government that encourage the development of Qur'an reading skills from an early age. In addition, the implementation of BTQ is also based on the need for students to have the basic ability to read the Qur'an properly and correctly, so that it can be the foundation in practicing Islamic teachings in daily life. Support from the school curriculum that is relevant to the education of Islamic values is one of the main footholds in the implementation of this program.

The principal explained that the basis for the implementation of the BTQ (Reading and Writing Qur'an) program at SD Negeri 11 Sabang is the school's vision to produce students who not only excel academically but also have strong religious values. This program refers to the Regulation of the Minister of Education and Culture on strengthening character education, especially in the aspect of religiosity. (Yufiarti, Japar, & Siska, 2023)

It can be understood that the basis for the implementation of the BTQ program at SD Negeri 11 Sabang reflects an integrated approach between the school's vision, national education regulations, and the needs of the community. The school's vision that focuses on the formation of students' religious character is supported by regulations to strengthen character education, especially in the aspect of religiosity, as explained in interviews with the principal and the Vice President of Student Affairs. This analysis shows that the BTQ program is not only seen as an administrative obligation, but also as a response to the real needs of students in understanding and practicing Islamic teachings. The statement of the BTQ teacher, emphasized the importance of the ability to read and understand the Qur'an as an integral part of the character development of students, which is in line with the vision of education based on Islamic values. By involving input from the community and parents of students, this program strengthens its relevance as part of efforts to create a generation that excels academically and has a solid moral foundation.

2) Main Objectives of the BTQ Program

The main purpose of the BTQ (Read and Write the Qur'an) program is to equip students with the ability to read the Qur'an correctly in accordance with the rules of tajweed, as well as instill a love for the Qur'an from an early age. (Ni'mah, Prahardik, & Kusumadewi, 2024) The program is designed so that students are not only technically proficient in reading but also understand the values contained in it as a guide for life. In addition, this program aims to build students' religious character, strengthen noble morals, and prepare them to be able to practice Islamic teachings in daily life. With planned implementation and periodic evaluation, the BTQ program is expected to be able to produce a generation that is not only intellectually intelligent but also spiritually solid.

The main goal of the BTQ program at SD Negeri 11 Sabang is very relevant to the needs of students in the formation of Qur'an literacy skills. The statements of the principal, student representatives, BTQ teachers, and students reflect the alignment of the vision towards the development of competencies in reading, writing, and understanding the Qur'an. This program aims not only to improve students' technical ability in reading with correct tajweed, but also to build religious, disciplined, and noble character that is in line with the school's vision.

3) Steps to Planning the BTQ Program

The steps to plan the BTQ program at SD Negeri 11 Sabang are carried out in a structured manner to ensure success in improving students' reading and writing skills in the Qur'an. The first stage is the identification of students' needs, which involves evaluating the initial level of ability to read the Qur'an through a simple assessment. Furthermore, the school prepared a BTQ curriculum that included tajweed materials,

memorization of short surahs, and reading exercises that were adjusted to the grade level. After that, the school determines a specific time allocation in the lesson schedule for the program, usually on a weekly basis. In addition, BTQ teacher training is carried out to ensure the competence of teachers in guiding students. The school also holds meetings with parents to socialize the program and get support from them. This planning ends with the preparation of evaluation tools to measure the success of the program, such as the Qur'an reading exam which is carried out every semester.

Islamic Religious Education (PAI) teachers and other relevant parties are actively involved in the planning process of the BTQ program at SD Negeri 11 Sabang. PAI teachers are the main motor in compiling the BTQ curriculum which includes aspects of tajweed, memorization of short surahs, and skills in reading the Qur'an correctly. (Meisyaroh, 2020) The principal provides full support by ensuring the program is in line with the school's vision and adequate allocation of resources, while student representatives play a role in developing schedules and arranging technical coordination in the field. In addition, the school committee and parents of students participate through discussions and input to ensure that the program is relevant to the needs of students and the school environment. This collaboration between parties reflects a shared commitment to improve students' Qur'an literacy skills in a systematic and planned manner (*Results of researcher observation at SDN 11 Sabang, October 15, 2024*)

4) Target Criteria and Achievements of the BTQ Program

The target criteria and achievements of the BTQ program at SD Negeri 11 Sabang are designed with the aim of ensuring that every student can master the skills of reading the Qur'an properly and correctly, in accordance with the rules of tajwid. Based on interviews with BTQ principals and teachers, the main target for lower grade students is to master the basics of tajweed and get to know short surahs, while for higher grade students, they are expected to be able to read the Qur'an fluently, correctly, and in accordance with more complex rules of tajweed. Other achievements include the ability to memorize short surahs, as well as understanding the basic meaning of the Qur'an. Each student is also expected to take a final exam every semester to measure their progress in reading the Qur'an, as well as obtain constructive feedback to improve the quality of their learning. By setting clear targets and measurable achievements, the BTQ program aims to produce a generation that is not only competent in the academic field, but also has a strong religious foundation.

The BTQ program at SD Negeri 11 Sabang has measurable targets and indicators of success in developing students' ability to read the Qur'an. Each student is given a clear achievement target according to their grade level, for example, lower grade students are expected to master basic tajweed and read short surahs correctly, while high grade students are expected to be able to read the Qur'an smoothly and accurately according

to the rules of tajweed. Measurable indicators of success include the ability to read the Qur'an with correct tajweed, reading speed, and accuracy in memorizing short surahs. The exam that is held every semester is one of the evaluation methods used to measure the extent to which students achieve these targets. With measurable targets and structured evaluations, this program aims to ensure the development of students' Qur'an literacy skills in a systematic and directed manner.

5) BTQ Program Support Resources

Supporting resources for the BTQ Program at SD Negeri 11 Sabang include competent educators, adequate learning facilities, and structured school management support. BTQ teachers have expertise in teaching tajwid, makharijul letters, and techniques for reading the Qur'an correctly, as well as providing intensive assistance to students. Supporting facilities such as BTQ guidebooks, the Qur'an marked with tajweed, and other learning aids are available to support the learning process. In addition, school management plays an active role in compiling learning schedules, carrying out periodic evaluations, and providing training to improve teacher competence. This support is also strengthened by the spirit of collaboration between teachers, students, and parents, so that the program can run effectively and achieve the expected goals.

b. Implementation of the BTQ Program in Improving the Ability to Read the Qur'an for Students of SD Negeri 11 Sabang

The implementation of the BTQ Program at SD Negeri 11 Sabang aims to improve students' ability to read the Qur'an gradually and in a structured manner. This program begins with a diagnostic assessment to determine the initial ability of students, which then becomes the basis for compiling learning targets at each grade level. In the lower grades, the focus is on the introduction of hijaiyah letters and punctuation, while in the upper grades students are directed to read the Qur'an with correct tajweed and good fluency.

Learning is carried out by utilizing supporting facilities such as Al-Qur'an mushaf, guidebooks, and teaching aids. In addition, teachers are given special training to ensure they have competence in teaching tajweed and makharijul letters. Achievement evaluations are carried out periodically through tests and observations, ensuring that students continue to develop according to the targets that have been set. With this approach, the BTQ Program is one of the strategic efforts to improve students' Qur'an literacy effectively.

The implementation of the BTQ program in improving the ability to read the Qur'an of SD Negeri 11 Sabang students is as follows:

1) Preparation of the BTQ program schedule

The mechanism for implementing the BTQ program at SD Negeri 11 Sabang for one school year is carried out through systematic and structured planning. This program

begins with a diagnostic assessment at the beginning of the school year to identify students' initial abilities, so that learning targets can be adjusted to the needs of each grade level. The implementation of BTQ is carried out regularly based on a predetermined schedule, both during class hours and outside school hours. Each activity is arranged with clear learning stages, starting from the introduction of hijaiyah letters for lower grade students to tajweed learning and the practice of reading the Qur'an for high grade students. In addition, monitoring and evaluation are carried out periodically to ensure that the program runs in accordance with the goals that have been set, as well as to evaluate the development of students' abilities.

Teachers in the BTQ program teach students to read the Qur'an correctly through a structured and interactive approach. (Nasution, 2024) Learning begins with the introduction of hijaiyah letters and makharijul letters, followed by simple tajweed exercises to ensure proper pronunciation. Teachers also use the demonstration method, where they give examples of correct readings, then students imitate them individually or in groups. Any mistakes that occur are immediately corrected by the teacher to improve student understanding. In addition, teachers use teaching aids such as hijaiyah cards and guidebooks to make the learning process easier. Regular exercises, both oral and written, are carried out to improve fluency in reading the Qur'an. In this way, students are guided gradually until they are able to read the Qur'an fluently and in accordance with the rules of tajwid.

2) Diagnostic assessment of students' initial abilities

In the BTQ program at SD Negeri 11 Sabang, the main activities carried out to improve students' ability to read the Qur'an include various stages of structured learning. Learning begins with the introduction of hijaiyah letters and makharijul letters, which aims to make students understand the pronunciation of Arabic letters correctly. Next, students are given simple tajweed exercises to ensure proper pronunciation. The learning process is carried out in groups with methods that are adjusted to the student's ability level, such as the iqra' method for beginners and tahsin for more advanced students. In addition, each learning session begins with a joint prayer, followed by practice reading and writing the Qur'an. Regular evaluations are conducted at the end of each month to measure student progress, with additional guidance for students in need. Peak activities such as Qur'an reading competitions are also held at the end of each semester to motivate students and assess their abilities. With this approach, students are given the opportunity to practice intensively and purposefully, so that their Qur'anic reading skills can improve well.

3) The role of teachers in the implementation of BTQ learning

The involvement of teachers and other educators in supporting the implementation of the BTQ program at SD Negeri 11 Sabang is very significant and well

coordinated. PAI teachers play an active role in providing systematic and structured learning, ranging from the introduction of hijaiyah letters to more complex tajwid. They not only teach, but also monitor each student's progress individually, provide additional guidance if needed, and provide motivation to achieve learning targets. In addition, teachers also collaborate with homeroom teachers and other educators in designing a flexible but regular schedule, so that students can participate in this program without disrupting the main learning activities. Support from teachers is also seen in the implementation of periodic evaluations, where they ensure each student gets constructive feedback to improve their ability to read the Qur'an. All educators work together to create an environment that supports the teaching and learning process, ensuring that the BTQ program runs smoothly and effectively.

4) Assessment of target achievement

The evaluation process of the BTQ program at SD Negeri 11 Sabang is carried out periodically to assess its success in helping students read the Qur'an well. Every month, an evaluation is carried out involving reading activities together which are directly monitored by BTQ teachers. During the evaluation, teachers recorded students' progress in terms of fluency in reading and understanding tajweed, as well as providing direct feedback. In addition, teachers also utilize individual development records to see if any students need special attention or additional guidance. This evaluation is not only based on the technical ability of reading, but also on the motivation and engagement of students throughout the learning process, to ensure that each student gets learning that suits their needs and abilities.

The evaluation of the BTQ program at SD Negeri 11 Sabang is carried out thoroughly and diversely to assess the success of students in reading the Qur'an. The evaluation process includes monthly exams, end-of-semester tests, and daily assessments conducted through direct observation of students' ability to read the Qur'an. (Rizalludin, 2019) The evaluation is not only focused on the fluency of the reading, but also on the mastery of tajweed and understanding of the material that has been taught. Teachers use detailed assessment rubrics to ensure all aspects of reading skills are well measured. In addition, the results of the evaluation are analyzed periodically and used as a basis for providing feedback to students, which helps them recognize their strengths and weaknesses in learning. Students who are having trouble get additional guidance to improve their skills. This evaluation process is supported by collaboration between BTQ teachers and classroom teachers to ensure that each student receives attention according to their needs, making the BTQ program more effective and directed.

2. Discussion

a. Planning of the BTQ Program in Improving the Ability to Read the Qur'an for Students of SD Negeri 11 Sabang

The results of the research on the planning of the BTQ (Reading and Writing Al-Qur'an) program at SD Negeri 11 Sabang show a systematic and planned strategy to improve students' ability to read the Qur'an. This planning not only includes technical aspects such as curriculum and learning methods, but also involves a holistic approach that integrates support from teachers, parents, and school management.

1) Programme Implementation Basis

The basis for the implementation of the BTQ program is based on the school's vision to form a strong religious character of students. These findings show the alignment between the school's vision and national education regulations related to strengthening religious character. The school policy that supports this program shows the importance of religious education in building the moral foundation of students. This is in line with the needs of society that expects students not only to excel academically, but also to have a good understanding of Islamic values.

2) Relevant Program Objectives

The main objectives of the BTQ program include providing students with the ability to read the Qur'an according to the rules of tajweed, as well as instilling love for the Qur'an. These findings confirm that the program is not only technical, but also oriented towards the development of students' religious character. This is important to create a generation that is able to integrate Islamic values into daily life, as expected by schools and society.

3) Systematic Planning Steps

The planning of the BTQ program is carried out in stages, starting from the assessment of student needs to the evaluation of learning outcomes. This approach reflects the implementation of good learning management. Identifying student needs through initial assessments allows for more directed learning. In addition, BTQ teacher training shows attention to improving teacher competence, which is the key to the success of the program. Collaboration with parents also strengthens external support for the program.

4) Clear Targets and Success Indicators

The existence of measurable targets and achievements, such as the ability to read the Qur'an with correct tajweed and memorize short surahs, shows that the program is designed with clear benchmarks. Semester exams are an effective evaluation tool to monitor student progress. This approach allows for continuous improvement in program implementation.

5) Adequate Support Resources

Resource support that includes competent educators, learning facilities, and organized school management is an important aspect of the success of the BTQ program. The availability of BTQ guidebooks, the Qur'an marked with tajweed, and other learning aids help create a conducive learning environment. This support reflects the commitment of all parties to the success of the program.

Overall, the BTQ program at SD Negeri 11 Sabang reflects careful planning and integrated implementation. The program successfully blends technical aspects and religious values, making it a relevant learning model to improve students' Qur'anic literacy skills. However, to increase its effectiveness, the program can strengthen data-driven evaluation and provide room for innovation in learning methods. This will ensure that the program's objectives are optimally achieved and have a long-term positive impact on students.

b. Implementation of the BTQ Program in Improving the Ability to Read the Qur'an for Students of SD Negeri 11 Sabang

The implementation of the BTQ Program at SD Negeri 11 Sabang provides a clear picture of how religion-based education strategies can be applied effectively to improve Qur'an literacy in elementary school students. Based on the results of the research, several important things that can be discussed include aspects of planning, implementation, the role of teachers, and evaluation in this program.

1) Effectiveness of Program Planning

The preparation of a structured schedule is one of the key factors in the success of this program. The existence of early diagnostic assessments helps identify students' needs so that learning can be adjusted to their abilities. This strategy is in line with the theory of differentiation in education, which emphasizes the importance of an adaptive learning approach to individual needs. This shows that careful planning is an important foundation to support the success of competency-based education programs such as BTQ.

2) A Tiered Approach to Implementation

Tiered learning, from the introduction of hijaiyah letters in the lower grades to the mastery of tajweed in the upper grades, reflects the concept of spiral learning. This concept affirms that the material must be taught gradually and iteratively with increasing levels of difficulty. In this way, students not only master the skills of reading the Qur'an technically, but also understand the correct reading rules. This is in line with the principle of constructivism, where continuous learning builds students' understanding gradually.

3) Significance of the Role of Teachers

Teachers play a central role in the success of this program, both as learning facilitators and individual mentors. The use of demonstration methods, learning aids, and personalized guidance reflects the application of active student-centered learning. In

addition, the collaboration between BTQ teachers, homeroom teachers, and other educators shows the importance of teamwork in creating a conducive learning environment. This is relevant to the theory of learning community, which emphasizes that effective learning requires support from various parties.

4) Periodic Evaluation to Improve the Quality of Learning

Regular program evaluations not only serve to measure student success, but also serve as a means of reflection for teachers and schools to improve the quality of learning. Direct feedback to students helps them recognize their weaknesses and strengths, so that learning motivation can be maintained. In addition, an evaluation approach that includes both technical (fluency and tajwid) and non-technical (student motivation and involvement) aspects shows a holistic understanding of the educational goals of the Qur'an.

5) Program Relevance in the Context of Character Education

The BTQ program not only focuses on the technical skills of reading the Qur'an, but also on the formation of students' character. Learning the Qur'an that involves discipline, perseverance, and appreciation of spiritual values can support the formation of students' character from an early age. This is in line with the vision of national education which emphasizes the importance of value-based education to build a generation with noble character.

The results of this study have practical implications in the development of similar programs in other schools. A structured and student-oriented strategy can be used as a model for schools that want to improve their students' ability to read the Qur'an. Theoretically, this study supports the importance of adaptive learning, the role of teachers, and achievement-based evaluation as key elements in improving the quality of religion-based education.

D. Conclusion

The planning of the BTQ program at SD Negeri 11 Sabang is carried out very carefully and structured, starting from the initial assessment to find out the student's ability, the preparation of a curriculum that is in accordance with the school's vision, to scheduling that does not interfere with other lesson activities. This program involves various parties, such as school principals, student representatives, PAI teachers, and students' parents, who play an active role in supporting the smooth implementation of the program. With a student-based approach, this careful planning ensures that the goal of improving students' Qur'anic reading skills can be achieved systematically and comprehensively. The implementation of the program is carried out with an approach that is very focused on the needs of students, through the use of relevant teaching methods such as iqra' and tahsin to improve the ability to read the Qur'an correctly according to the rules of tajweed. The program not only focuses on teaching the technical

teaching of reading the Qur'an, but also on the development of students' religious character, by involving peak activities such as Qur'anic reading competitions as a form of motivation.

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